Rhode Island Individual Learning Plan Adoption Toolkit

May 2018

RIDE Rhode Island Department of Education

RI ILP Adoption Toolkit Introduction

The **Individual Learning Plan (ILP**) is more than a repository of information about a student; it is a dynamic tool that maps academic plans, and reflects each student's unique set of interests, needs, academic and career goals, and graduation requirements. This **Individual Learning Plan Adoption Toolkit** includes the following resources and materials to support district and school staff in the adoption and implementation of an ILP system.

If you have any questions about this toolkit or how to implement an ILP at your school / district, please contact the Office of College and Career Readiness at OCCR@ride.ri.gov

About the Individual Learning Plan:

The Individual Learning Plan (ILP) is a student-directed planning and monitoring tool that customizes learning opportunities throughout a student's secondary school experience. The ILP supports students directly by:

- Broadening their perspectives, and supporting attainment of academic and career goals.
- Documenting students' interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in and out of school.
- Coordinating additional supports students are receiving which may be documented in Individual Education Plans (IEPs), support plan, literacy plans, transition plans, and other documents for student supports.
- Providing a working document to guide a thoughtful program of study.
- Supporting personalization and proficiency in a culturally and linguistically responsive manner.

Both the 2016 Secondary school regulations and the state's career readiness action plan, PrepareRI, identified the ILP as the backbone of personalization and relevance of a student's education. By the 2020-2021 academic year, it is the expectation that all middle and high schools will have either adopted an ILP system from the state-vetted menu or developed their own ILP system and curriculum model that meets the state's expectations.

Updating the ILP Framework, Toolkit, and Developing an ILP System Menu:

To help guide the renewed focus on ILPs, the Rhode Island Department of Education (RIDE) convened a diverse working group of education, postsecondary, community, and industry stakeholders. This working group provided a key series of recommendations to help guide the revitalization of the ILP as a meaningful way to connect a student's academic, career, and social/emotional goals and passions with their secondary school experiences.

These recommendations have led to the release of this tool kit, as well as the release of a menu of turn-key ILP system and curriculum solutions that is now available.   In fall 2017, RIDE issued a request for proposals for vendors that could provide a comprehensive ILP system and curriculum. A review team, supported by a number of school and district staff serving as technical advisors, considered vendor proposals. The final menu of vendor options that schools and/or districts can choose from as they implement or revise the ILP programs for their students includes four different vendor options.
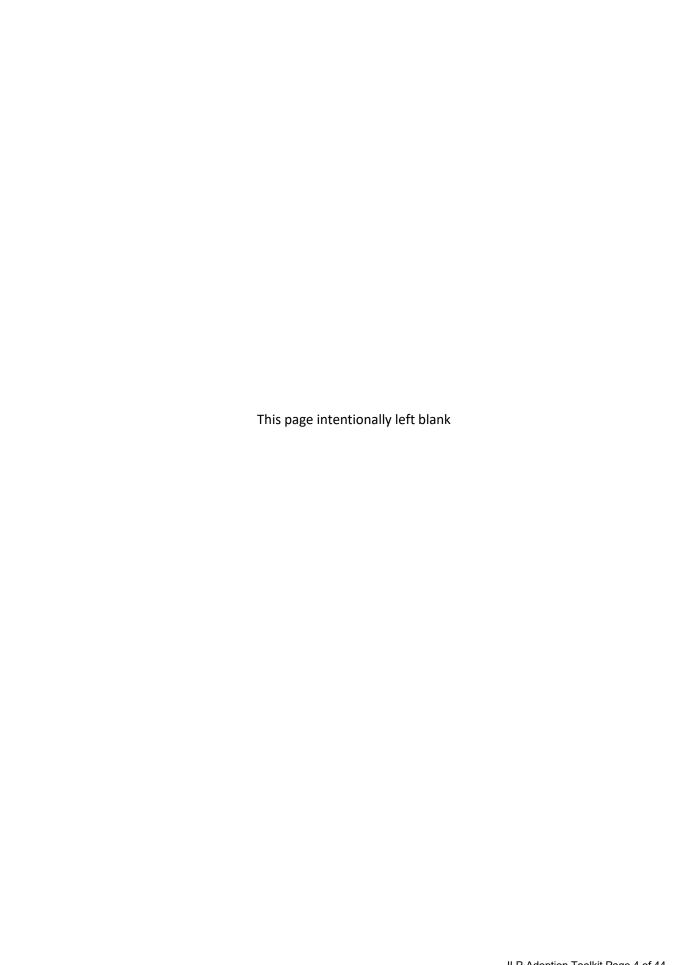
RIDE has developed an Individual Learning Plan Adoption Toolkit to support decision-making and adoption of the ILP menu options. The following table of contents provide information about each tool's focus and intent on how it may be used by different roles across a school system.

As districts begin to implement a new or revised ILP, RIDE will help support with implementation through continuing to develop toolkit resources, working directly with schools interested in state technical support and reporting on statewide common and best practice and best practices. For more information about these resources and opportunities, visit ride.ri.gov/schoolcounseling.

Adoption Toolkit Table of Contents

Section	ILP Toolkit Item	Use Type	Intent of Section	Page #
A	ILP Framework	Systems-level decisions	This section explains the RI regulation requirements of an ILP. It identifies roles required for implementation and alignment to ASCA domains. This framework was revised in summer 2017 as a result of the ILP working group.	5
B	ILP Vendor Overview	Systems-level decisions	This section identifies the ILP System & Curriculum vendor menu, frequently asked information about each vendor, Master Price Agreement costs and implementation considerations.	13
C	ILP Scope & Sequence and Curriculum Model	Program Integration and Implementation	This section provides a RI ILP model scope and sequence, as well as a turnkey curriculum model with lesson plans aligned to vendors and vendor-specific features from the state-vetted menu.	19
D	ILP School/District Adoption Success Plan	Systems-level decisions	This section provides a template for schools and districts to document the current status of their ILP system & curriculum implementation and includes a brief section to indicate which vendor from the menu has been adopted or propose a model that is not on the menu.	37

Each document has been designed to be used in concert with one another but also as stand-alone resources. All resources will be available as individual components on www.ride.ri.gov/schoolcounseling.

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Individual Learning Plan (ILP) Framework
Revised July 2017

Purpose

The Individual Learning Plan (ILP) is a student directed planning and monitoring tool that customizes learning opportunities throughout their secondary school experience, broadens their perspectives and supports attainment of goals. The ILP documents students' interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in and out of school. This information produces a thoughtful program of study leading to proficiency for graduation and postsecondary experiences.

The ILP, which supports personalization and proficiency in a culturally and linguistically responsive manner, is a vital component of the Council on Elementary and Secondary Education's Secondary Regulations (RIDE, 2016). As a working document, the ILP is at the center of a flexible educational program. The ILP is more than a repository of information about a student; it is a dynamic tool that maps academic plans, and reflects each student's unique set of interests, needs, learning goals and graduation requirements.

Throughout the ILP process, students have an active role in the mapping, assessment, and reflection required to develop and realize current and future academic, career, and personal/social goals. Students' involvement in concrete activities (interest inventories, individual learning style assessments, goal setting, and internships) helps to demystify the process so that success is no longer viewed as something bestowed upon individuals by outside forces. The ILP includes the planning, documentation and reflection of these activities. As students' skills surrounding individual planning improve, the likelihood that students will not only accept but embrace the responsibility of impacting their current and future plans increases.

As a central repository of student goals and supports, the ILP supports changes in instructional placements and key transitions including middle level to high school, high school to postsecondary placement, and transfer across schools and districts. The ILP process engages all students in a way that advances goal setting, decision-making, and self-advocacy skills that support their lifelong learning. This process promotes student responsibility and accountability for their learning by adopting attitudes and learning behaviors that contribute to their success.

Roles and Responsibilities

The ILP process is a collaborative effort shared by the student, the student's family and involved educators throughout the school and community. This table is organized into the different functions within a successfully implemented ILP program. It is recommended that a lead individual, or individuals, be identified within each function area.

Stakeholder Roles		
Role	*Description*	*Potential Job titles*
Student	The ILP belongs to the student and ultimately develops based on the student's path, interests and needs. Student responsibilities include: • regularly using the ILP system to plan, document and reflect on curriculum/experiences and goals • sharing the ILP with relevant adults and mentors for feedback and support	
Family	Families should be • Must know how to access • Assist students in developing ILP content through reflection activities • Receive regular updates on progress	
Systems Level	• It is the responsibility of the individual or individuals at the coordination level to Create or choose a plan to implement (or delegate this to schools) • oversee implementation • collect data/feedback on implementation • provide resources to support including time • lead/support communication of purpose to students, families and staff • Integrate ILP into broader personalization strategy	• District Staff • Principals • School Leadership
Coordination Level	It is the responsibility of the individual or individuals at the coordination level to ensure school-wide understanding of the importance of the ILP through training and resource-allocation. Responsibilities include: • Supervise the implementation and ensure integration • Sets priorities and commitment at school level, aligned with LEA. • Ensures schedule time and role of ILP	• District Staff • Principal • School Leadership
Integration Level	It is the responsibility of the individual or individuals at the integration level to ensure the ILP is a common thread throughout classroom and academic support experiences. Responsibilities include: • knowing how to access • Integrate as possible into classroom lessons/curriculum • Supports ILP activities/reflection • Supports link between other plans and ILP	• School or District Curriculum Directors Classroom Teachers • Special Education Directors and staff • English Language Learner Directors and staff • School Psychologists • School Social Workers

		• School Based Coordinators
Implementation Level	It is the responsibility of the individual or individuals at the implementation level to translate student goals as described in the ILP into a set of recommendations/advice about how to meet these goals through coursework, internships, career exploration, etc. Responsibilities include: • Responsible for day to day workings of ILPs and provide space and opportunity for students to work on their ILPs • Liaison for student and student's ILP team, "gatekeeper" • Provides link to guidance curriculum / ASCA standards • Supervises their students development, continued updates and use of the ILP	• School Counselors • Advisors • Proficiency Based Graduation Requirement Coordinators
Partners	It is the responsibility of individuals in a partner capacity to support students in accessing experiences that support student goals and reflect on skill development. Responsibilities include: • Support ILP curriculum activities and provide feedback/reflection on student progress towards goals. • Provide additional perspective of student progress towards goal or skill development	• Community Based Organizations • Workforce Partners

Protocol and Logistics

An ILP program consists of two components: the ILP curriculum and the ILP process, by which the curriculum is documented, reviewed and managed. Each student, beginning no later than entry into sixth grade, will have an ILP. The ILP document reflects the developmental stage of the student and is consistent with regards to content and process within a district and, at a minimum, reflects the requirements set within this framework. The ILP process documents students' progression and growth through middle level, high school and into post secondary while meeting their academic, career and personal/social goals. Ultimately, this process communicates whether or not students are meeting their goals and are successfully progressing toward promotion or graduation. Involved school personnel and family members help facilitate this process.

System
LEAs are responsible for adopting and/or developing an iterative and interactive ILP process that provides regular and multiple opportunities for students to revise their ILP. LEAs may choose to adopt a system from a menu of options provided by the Rhode Island Department of Education or develop a district-specific system. Districts will need to indicate to RIDE whether they are using a pre-developed model or a custom model. In the case of a custom model, the district will need to provide key information about the ILP process through a RIDE-developed information collection. The district may also choose to provide additional information about their system for review and adoption by other districts. Districts will need to notify RIDE if their ILP system is updated or replaced in a way that affects the ILP system adherence to requirements.

Curriculum

LEAs are responsible for adopting and/or developing an iterative and interactive ILP curriculum that provides regular and multiple opportunities for students to learn about and practice goal setting, planning and achievement in academic, career and social/personal domains. LEAs may choose to adopt a system from a menu of options provided by the Rhode Island Department of Education or develop a district-specific system. Districts will need to indicate to RIDE whether they are using a pre-developed model or a custom model. In the case of a custom model, the district will need to provide key information about the ILP curriculum through a RIDE-developed information collection. The district may also choose to provide additional information about their curriculum for review and adoption by other districts. Districts will need to notify RIDE if their ILP system is updated or replaced in a way that affects the ILP system adherence to requirements.

Frequency of ILP Review

Minimally, the frequency of review occurs prior to the start of each semester of each academic year. Students review their ILP by reflecting on past goals, revising and/or setting goals, and developing plans to meet these goals.

Privacy

The ILP is a confidential document; levels of access to the ILP are based on the role and responsibilities of those accessing the document (some sections of the ILP can be shared, such as in advisory groups, while respecting privacy as requested). Access to some sections of the ILP may be limited to the student, the family, and involved educators (those providing direct educational and support services to students). LEAs are advised to follow all Family Educational Rights and Privacy Act (FERPA) and related privacy policies in the implementation of ILPs.

Coordination with Other Plans

The ILP must also coordinate with Individualized Education Plans (IEP), 504s, Personalized Literacy Plans (PLP), and English Language Learner (ELL) programs.

Family Engagement

Families are best positioned to help their children in school and prepare them for the future. Families must be able to access their student's ILP by request and must be notified of how they would request or gain access at least once a year at the beginning of the school year.

Transferability

The ILP must be a transferable document and must follow students when they move from grade to grade, school to school, district to district; additionally, the ILP must be given to students as they transition to postsecondary placements.

Evaluation of Individualized Learning Plan Program

LEAs monitor the effectiveness of the ILP process by using student data. Data used in evaluation may include: attendance data, promotion and graduation rates, transition/post-school outcome data, the effectiveness of targeted supports connected to student needs and goals, student questionnaires that ask students to reflect on the value of the ILP process, and educator and parental questionnaires that garner ideas for improving the process. Districts should

Domains

The ILP should guide individual students' development towards meeting the American School Counselor Association standards found in the Rhode Island Framework for Comprehensive K-12 School Counseling Programs, culminating in students' achieving goals in three domains: academic, career, and personal/social. Further, the ILP includes sufficient space for students to document their goals, plans, activities towards achieving their goals and reflections. The following components should be present in all Individual Learning Plans.

Relevant Standards

The three domains identified to be included in the ILP come from the identification of the essential skills and experiences aligned to the domains in the American School Counselor's Association standards. According to ASCA, mastery of standards in each domain addresses the variety of skills and experiences that:

- support and maximize a student's ability to learn;
- provide a foundation for personal and social growth as students progress through school and into adulthood; and,
- provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Domain	ASCA Description	ASCA Standards (2004)
Academic	ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.	"All students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across their lifespan. They will complete school with the academic preparation essential to choose from a range of post-secondary options, including work and post-secondary education; they will understand the relationship of academics to the world of work and to life at home and in the community."
Career	ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.	"All students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. They will employ strategies to achieve future career goals with success and satisfaction and they will understand the relationship between personal qualities, education, training and the world of work."
Social	ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.	"All students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. They will make informed decisions, set goals and take necessary action to achieve their goals."

Key Components and Benchmark Activities

The following components of an ILP should be present in every ILP regardless of the system or curriculum used by a school or district. Within each component, there are opportunities for goals aligned to each of the three domains and ASCA standards.

Each component and activity may be present in various ways depending on the tools used by each district. Additionally, these benchmarks are broad enough to be applied at age-level appropriate ways for each grade level, 6-12.

Key Components	Benchmark Activities
Secondary Coursework	• Setting learning goals for the student based on academic and career interests and identifying required skills needed, as well as the student's program of study aligned to the student's secondary and postsecondary goals • The list of courses and learning activities student will engage in while working toward meeting local graduation requirements. • Analyze assessment results to determine progress and identify needs for intervention and advisement • Document academic achievement • Student plan for and documentation of earning postsecondary credentials while in high school through: AP courses; Dual credit courses; CTE courses; Pre-apprenticeship programs. • Career Pathway (endorsement) identification and progress towards attainment
Post-secondary and Career Planning	• identifying career plans, options, interests and skills; exploring entry level opportunities; and evaluating educational requirements • Resume Building and updating • Workforce readiness exam results • Postsecondary education and/or training Search, Identification and Admission Requirements review • Creating financial assistance plans for postsecondary education and/or training • College and/or training program applications or job or military application • Career Goals that include • Work experience reflections
Career Exploration	• Documentation of the student's efforts in exploring careers, including: a written postsecondary and workforce goal for the student; yearly benchmarks for reaching that goal; and interest surveys the student completes • Identification and documentation of progress with coursework necessary to pursue career options
Self-Awareness	• Interests and Skills Assessment • Extracurricular Activity Goals that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities. • The student's plans for and experiences in contextual and service learning
Applied Learning Skill Development	• Progress towards and reflection on the cross-curricular, skill-based standards students are expected to learn and acquire over the course of their K–12 education, including communication, problem-solving, critical thinking, research, reflection and evaluation, and collaboration.

Transition Planning

The ILP process shall ensure that all students are provided with opportunities to develop and revise transition goals that include successfully moving from middle level to high school, from school to school and from high school to postsecondary opportunities. Involved educators, students and their families will agree to and document the necessary supports, programs, resources and placement to help students progress through grade levels. At the appropriate time, the ILP process will provide meaningful opportunities to develop informed postsecondary goals by reviewing assessments and activities in which students have participated in over the years.

The transition planning component of the ILP minimally documents: educational, career goals and interests, the existence of specific supports or programs provided to the student (i.e. IEP, 504, ELL, PLP or others), scheduling considerations or other pertinent information necessary to assist students in successful transitions. Post-secondary transition plans document students' next placement and how it relates to their career pathway (work, apprenticeships, technical schools, college, and military service) and necessary supports.

Summary of Requirements (Checklist)

This list is still being developed.

- ❏ **Roles and Responsibilities**
    - ❏ Defined expectations for students and adult stakeholders.
    - ❏ Established system that allows for stakeholders to engage as expected.
- ❏ **Protocols and Logistics**
    - ❏ **General**
        - ❏ Ensure all students beginning in 6th grade have an individualized learning plan.
        - ❏ Ensure students have access to reviewing and interacting with their ILP at least twice a year at the beginning of the semester.
    - ❏ **System**
        - ❏ Identify and implement an ILP system for each district/school. This may be from the RIDE provided menu or school or district developed.
        - ❏ If school or district developed, provide key information to RIDE regarding the ILP program through the RIDE-developed process.
    - ❏ **Curriculum**
        - ❏ Identify and implement an ILP curriculum for each district/school. This may be from the RIDE provided menu or school or district developed.
        - ❏ If school or district developed, provide key information to RIDE regarding the ILP program through the RIDE-developed process.
    - ❏ **Coordination with other Plans**
        - ❏ Establish policies and procedures that support coordination between ILP and other student plans.
        - ❏ Establish policies and procedures that address student information security.
    - ❏ **Family Engagement**
        - ❏ Establish process for family to access and review student's ILP
        - ❏ Establish process for family to be notified annually of how to access ILP
    - ❏ **Transferability**
        - ❏ Establish policies and procedures that support intradistrict (including middle to high school) transferability of ILP.
    - ❏ **Evaluation**
        - ❏ Establish process for review and determining successes, challenges and growth opportunities for ILP program.
        - ❏ Establish process for documenting ILP program and results of evaluation.
- ❏ **Domains**
    - ❏ Ensure the ILP system and curriculum aligns with the American School Counselors Association's student standards.
    - ❏ Establish process, procedure and curriculum for students to address academic goal setting, planning and achievement in each grade level between grade 6 and grade 12.
    - ❏ Established process and procedure for students to address career goal setting, planning and achievement in each grade level between grade 6 and grade 12.

❏ Established process and procedure for students to address personal/social goal setting, planning and achievement in each grade level between grade 6 and grade 12.
❏ Established process and procedure for students to address relevant transition planning, as appropriate, in each grade level between grade 6 and grade 12.

References

American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.

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Rhode Island Department of Education (2005). *The Rhode Island Framework for Comprehensive School Counseling Programs.* Retrieved from http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Educational-Programming/Counseling/RIFramework_web.pdf

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RI ILP Adoption Toolkit Section B:
ILP Menu of RIDE-Approved Vendors

About the Individual Learning Plan

The Individual Learning Plan (ILP) is a student directed planning and monitoring tool that customizes learning opportunities throughout a student's secondary school experience. Both the 2016 Secondary school regulations and the state's career readiness action plan, PrepareRI, identified the ILP as the backbone of personalization and relevance of a student's education. By the 2020-2021 academic year, it is the expectation that all middle and high schools will have either adopted an ILP system from the state-vetted menu or developed their own ILP system and curriculum model that meets the state's expectations.

Introduction to the Menu

In fall 2017, RIDE issued a request for proposals for vendors that could provide a comprehensive ILP system and curriculum. A review team, supported by several school and district staff serving as technical advisors, considered vendor proposals. This culminated in a menu of vendors that schools and/or districts may choose from as they implement or revise the ILP programs for their students. Schools and districts will have the option of adopting a vendor from the menu, or proposing an alternative solution through a state-vetting process. RIDE expects that schools/districts adopt a vendor as soon as possible, but no later than for the 2020-21 school year.   In developing the menu, RIDE sought to include turnkey providers of both systems and curriculum. RIDE will also be developing a list of complementary resources that schools can use to enhance the student ILP experience.

How to Use this Document

At this time, RIDE's approved four vendors on the RI ILP Menu. The following pages are intended to provide commonly asked technical information about each vendor. This include information about the vendor's curriculum, technological functionality, and cost. As vendors are added, additional overviews will be included. If you have questions regarding each platform, you can contact the Vendor contact on each page or the Office of College & Career Readiness at the RI Department of Education via email at advancedcoursework@ride.ri.gov.

Additional Resources

RIDE has developed an Individual Learning Plan Adoption Toolkit to support decision-making and adoption of the ILP menu options. In addition to this document, please also visit the following documents:

- Section A: Rhode Island ILP Framework
- Section C: Rhode Island ILP Model Scope & Sequence and Curriculum Model
- Section D: RI ILP Adoption Success Plan

These resources are also available on ride.ri.gov/schoolcounseling.

NAVIANCE

Naviance

Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. Learn more at https://www.naviance.com.

Curriculum & Resource Functionality

Commonly Asked Curriculum Questions	Yes / No	Notes
Skills / Ability Assessment	Yes	Gallup Strengths, Learning Styles, Multiple Intelligence Assessment, Do What You Are
Interest Assessment	Yes	Career Clusters and Holland Codes
College Admission Statistics based on Local Data	Yes	Scattergrams using school data
National and Local Scholarships	Yes	Tracking capabilities

Technical Support / Professional Development Opportunities

Type of PD/Support	Summary
Included Implementation	Developing implementation plan, establishing training plan
Ongoing, included in annual fees	Naviance Network, a library of support tools and online help, user community; Counselor Community/RepVisits, ability to connect with Higher Education admissions counselors; unlimited phone and email support for all schools
Additional training for purchase	Hobsons Summer Institute

Technology Functionality

Commonly Asked Technology Questions	Yes / No	Notes
Student Information System Single-Sign-on	Yes	Active Directory or Clever
Student Information System Integration	Yes	CURL or Clever
Mobile Access	Yes	Complete mobile responsive design
Electronically send and track transcripts	Yes	Through eDocs to over 2800 destinations including integration with all Common App schools

Considerations

The following information may be helpful to know when considering implementing this solution:

- Starfish, a Hobson's product, has been adopted by Rhode Island public higher education institutions as a product for student plan management, supporting easy transition from high school to higher education.
- Naviance is used by 40% of high school students across the US.

Cost

Fee Type	Recurrence	Middle School	High School	Notes / overall
Implementation Fees	One-Time	$2,500-$4,500	$2,500-$4,500	Purchasing as a district yields lesser per school implementation cots
Per Student	Annual	4.60/student	6.85/student	Software and Curriculum
Onsite Training	Per Use			$1,350 per 6 hour session
Virtual Training	Per Use			$1,500 – 4,000 estimated year 1 costs

Vendor Contact

Name	Email	Phone
Sean Kruglak	sean.kruglak@hobsons.com	1 703.859.7368

RIDE Rhode Island Department of Education

Richer Picture

Richer Picture is an online system that helps schools personalize student learning through individual learning plans, digital portfolios, digital badges, project-based learning, pathways, and data dashboards. Students have multiple opportunities to document their growth over time as a learner, a community member, and an individual in readiness for college and career. Learn more at http://www.richerpicture.com.

Curriculum & Resource Functionality

Commonly Asked Curriculum Questions	Yes / No	Notes
Skills / Ability Assessment	Yes	Habits of Mind
Interest Assessment	Yes	Interest Profiler
College Admission Statistics based on Local Data	No	In progress
Local Scholarships	No	Does not list scholarships but includes a FAFSA tracker

Technical Support / Professional Development Opportunities

Type of PD/Support	Summary
Included Implementation:	Includes 3 hours of onsite training in addition to planning and roll-out
Ongoing, included in annual fees:	Email and phone support; Webinars; User support group
Additional training for purchase:	Onsite and online workshops

Technology Functionality

Commonly Asked Technology Questions	Yes / No	Notes
Student Information System Single-Sign-on	No	In progress
Student Information System Integration	Yes	
Mobile Access	Yes	
Electronically send and track transcripts	No	Transcript tracker only

Considerations

The following information may be helpful to know when considering implementing this solution:

- Badges can track student's progress on goals and Pathways, Proficiency Based Graduation Requirements and State Council Designations.
- Includes 28-30 complete lesson plans per grade level for Advisories from the State of Washington's Career Guidance Curriculum.

Cost

Fee Type	Recurrence	Middle School	High School	Notes / Overall
Implementation Fees	One-Time			$2,750/LEA includes half day onsite training
Per Student	Annual	$5/student	$5/student	Minimum of $3500/LEA, additional $4/student for student portfolios
Onsite Training	Per Use			$2500/full-day or $1500/half-day up to 25 participants
Virtual Training	Per Use			$50/attendee (public webinars free)

Vendor Contact	Name	Email	Phone
	Reina Quintero	schools@richerpicture.com	401-785-0401

XAP Choices360

XAP provides state-level sponsors, school districts and individual schools with online tools for students and adults to explore careers, and discover, plan for, and apply to colleges and universities. Today, XAP's products are used by thousands of K-12 institutions and colleges and universities in the United States and Canada. Learn more at https://www.xap.com.

Curriculum & Resource Functionality

Commonly Asked Curriculum Questions	Yes / No	Notes
Skills / Ability Assessment	Yes	Ability Profiler / Aptitude assessment
Interest Assessment	Yes	Interest Profiler
College Admission Statistics based on Local Data	Yes	Scatterplots with local data
Local Scholarships	Yes	

Technical Support / Professional Development Opportunities

Type of PD/Support	Summary
Included Implementation:	
Ongoing, included in annual fees:	Library of resources and regularly scheduled live webinars
Additional training for purchase:	Onsite and virtual training

Technology Functionality

Commonly Asked Technology Questions	Yes / No	Notes
Student Information System Single-Sign-on	TBD	Accounts can be created from SIS data
Student Information System Integration	Yes	Course information, student accounts
Mobile Access	Yes	Responsive design of website
Electronically send and track transcripts	Yes	Parchment is incorporated

Considerations

The following information may be helpful to know when considering implementing this solution:

- XAP has partnered with RI schools over the past 10 years through the WaytoGoRI platform.
- XAP offers Paws in Jobland curriculum for elementary education audiences.

Cost

Fee Type	Recurrence	Middle School	High School	Notes / Overall
Implementation Fees	One-Time			$350/ 2-hour planning session
Per Student	Annual	2.25/student	4.25/student	HS minimum $1500, MS minimum $800
Onsite Training	Per Use			$1,800 per day
Virtual Training	Per Use			$250 per webinar

Vendor Contact

Name	Email	Phone
Simone Swett	sswett@xap.com	250.869.4321

RIDE Rhode Island Department of Education

Xello

Xello, formerly CareerCruising, is an online program that helps anyone, anywhere in the world create a successful future through self-knowledge, exploration, and planning. Xello helps students discover the pathway that's right for them, whether it involves a trade, college, university, entrepreneurship, or other training. As students gain self-knowledge through assessments and reflection, they save careers, schools, programs, and experiences to form a vibrant, visual roadmap that's easy to update and share. Learn more at https://xello.world.

Curriculum & Resource Functionality

Commonly Asked Curriculum Questions	Yes / No	Notes
Skills / Ability Assessment	Yes	
Interest Assessment	Yes	
College Admission Statistics based on Local Data	Yes	Scatterplots using school data
Local Scholarships	Yes	

Technical Support / Professional Development Opportunities

Type of PD/Support	Summary
Included Implementation:	Kickoff meeting, training plan onsite
Ongoing, included in annual fees:	Pre-recorded webinars and resource library
Additional training for purchase:	Onsite and virtual sessions

Technology Functionality

Commonly Asked Technology Questions	Yes / No	Notes
Student Information System Single-Sign-on	Yes	
Student Information System Integration	Yes	
Mobile Access	Yes	
Electronically send and track transcripts	Yes	

Considerations

The following information may be helpful to know when considering implementing this solution:

- Xello has additional solutions for elementary education.

Cost

Fee Type	Recurrence	Middle School	High School	Overall
Implementation Fees	One-Time	$400	$800	
Per Student	Annual	$2.5/student	$3/student	Minimum for HS $2000, minimum for MS $1000
Onsite Training	Per Use			$2,500 / training
Virtual Training	Per Use			$450 / training

Vendor Contact	Name	Email	Phone
	Erin Marie Zakrzewska	erinmariez@xello.world	1.800.965.8541 ext. 112

RIDE Rhode Island Department of Education

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RI ILP Adoption Toolkit Section C: Scope & Sequence and Curriculum Implementation Model

Special note: The content of this document and the development of the RI ILP Model Scope and Sequence and curriculum model are due to the hard work of Stacy Haines-Mayne through the [PrepareRI Ambassador](#) program.

About the Individual Learning Plan

The Individual Learning Plan (ILP) is a student directed planning and monitoring tool that customizes learning opportunities throughout a student's secondary school experience. Both the 2016 Secondary school regulations and the state's career readiness action plan, PrepareRI, identified the ILP as the backbone of personalization and relevance of a student's education. By the 2020-2021 academic year, it is the expectation that all middle and high schools will have either adopted an ILP system from the state-vetted menu or developed their own ILP system and curriculum model that meets the state's expectations.

How to Use this Document

The following pages are intended to provide a turnkey curriculum model aligned to vendors and vendor-specific features from the state-vetted menu. This document includes the RI ILP Model Scope and Sequence, as well as a proposed curriculum model for its implementation aligned to the ILP framework.

The suggested curriculum model is broken into two sessions (framed as lesson plans in this document). These lesson plans may be delivered in a whole-class setting or individually to student. In addition, the activities in any session can be broken up into more lessons as desired and/or feasible. Follow up and reflection with and by students are encouraged after all sessions whenever possible. Each included lesson plan also includes key information about how the lesson plans align to specific grade levels and include applicable components/features form the specific vendors identified in the RIDE ILP menu. In addition to the two sessions, each grade level includes an "ongoing" activity or activities that will help support the success of the lessons plans for that grade level.

As feedback is received from vendors and schools, and potential subsequent vendors are added, RIDE will continue to iterate and update this document. Where there are blank sections, RIDE is awaiting vendor feedback. RIDE anticipates providing an update lesson plans based on school and vendor feedback by August 2018.

Additional Resources

RIDE has developed an Individual Learning Plan Adoption Toolkit to support decision-making and adoption of the ILP menu options. In addition to this document, please also visit the following documents:

- Section A: Rhode Island ILP Framework
- Section C: Rhode Island ILP Model Scope & Sequence and Curriculum Model
- Section D: RI ILP Adoption Success Plan

These resources are also available on ride.ri.gov/schoolcounseling.

If you have questions you can contact the Office of College & Career Readiness at the RI Department of Education via email at OCCR@ride.ri.gov.

Rhode Island Model Individual Learning Plan
Scope & Sequence

The ILP scope and sequence identifies the key ILP grade-level academic, career, and social/emotional benchmarks student should complete regardless of the ILP system that is implemented. The benchmarks are aligned to the Rhode Island-adopted American School Counseling Association Standards and domains. Each school system's ILP system and curriculum should address each of these benchmarks for each appropriate grade level. RIDE has already verified that the vendors on the RIDE ILP menu addresses these standards.

Grade 6:

☐	Academic: Create two academic SMART goals (one short term, one long term)
☐	Academic: Identify beneficial strategies that can assist with academic success
☐	Career: Complete a career awareness assessment
☐	Social/Emotional: Complete Interest Inventory
☐	Social/Emotional: Identify outside activities/interests currently involved in

Grade 7:

☐	Academic: Complete a Learning Style Inventory
☐	Career: Create two career SMART goals (one short term, one long term)
☐	Career: Explore Career Clusters and identify at least 1 of interest
☐	Career: Save at least 3 careers of interest/potential matches
☐	Social/Emotional: Reflect on progress towards goals and adjust as necessary

Grade 8:

☐	Academic: Engage in high school transition activities (tours, presentations, HS scheduling etc.) with opportunity for reflection
☐	Career: Explore and research career(s) of interest
☐	Social/Emotional: Review and revise goals reflecting on progress
☐	Social/Emotional: Complete a skills assessment
☐	Social/Emotional: Identify strengths and needs

Grade 9:

☐	Academic: Create a four-year academic plan
☐	Academic: Review graduation requirements and explore potential learning opportunities
☐	Academic: Explore post-secondary programs and majors related to goals

☐	Academic: Create two academic SMART goals (one short term, one long term)
☐	Career: Explore career pathways related to career awareness/cluster results/interests
☐	Social/Emotional: Create initial resume to update throughout HS

Grade 10:

☐	Academic: Complete an ability profiler
☐	Academic: Complete a college/post-secondary search
☐	Academic: Save at least 3 colleges of interest/potential matches
☐	Career: Create two academic SMART goals (one short term, one long term)
☐	Career: Attend a career fair and/or research careers of interest (videos, interviews etc.)
☐	Social/Emotional: Reflect on progress towards goals and adjust as necessary

Grade 11:

☐	Academic: Attend a college fair/tour
☐	Academic: Complete a skills inventory
☐	Career: Participate in an internship, job shadow, work-based learning experience
☐	Career: Complete a career awareness/exploration survey and compare to current goals and interests
☐	Social/Emotional: Review and revise goals reflecting on progress
☐	Social/Emotional: Participate in a volunteer and/or service learning experience

Grade 12:

☐	Academic: Create a post-secondary transition plan (completing applications, cover letters, financial information etc. as necessary)
☐	Career: Research current job outlook for careers of interest
☐	Social/Emotional: Resume (Update final version)

Rhode Island Model Individual Learning Plan
Curriculum Implementation Model

Grade Level:	6	Session:	Ongoing

Introduce students to your district's web based ILP system and ensure that all students can log on. (Log on information should be in a user-friendly format that students can easily recall).

Grade Level:	6	Session:	1 of 2

Session Name:	Goal Setting and Career Awareness
Lesson Preparation:	• Review SMART goal format and prepare example (s)
Lesson Delivery time:	45-50 minutes
ASCA Standards:	• Mindsets Standards 5 & 6 • Behavior Standards- Learning Strategies: 4,6, & 7 & Self-Management Skills: 5 & 6
Student Objectives:	• Students will establish SMART goals. • Students will explore career interests by completing an awareness assessment.
Student Activities:	• Have students create at least two SMART goals (one short-term and one long-term) related to their academic achievements. As part of their goal creation student should be able to identify beneficial strategies that can assist them with having academic success and reach the established goals. Any academic supports required should be noted in the ILP. • Students should also complete a career awareness assessment. Discuss results to gather feedback and allow students the opportunity to reflect on the information.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• My Goals • Career Key	• My Goals & Plans • Career Selector	• My Goals & Action Plan • Career Key	• Lesson 8

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level:	6	Session:	2 of 2

Session Name:	Identifying Interests
Lesson Preparation:	• N/A
Lesson Delivery time:	40-45 minutes
ASCA Standards:	• Mindsets Standards 1 & 3 • Behavior Standards- Learning Strategies: 2 & 10 & Self-Management Skills: 8
Student Objectives:	• Students will explore interests. • Students will create a list of extracurricular activities.
Student Activities:	• Have students complete an interest inventory. • Follow up by allowing students to identify outside activities and interests they are currently involved in and record this information as part of the ILP. Discuss what similarities exist between what students are already involved in and the results of the interest inventory.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• What's Your Road? - Road Trip Nation • Interests - Road Trip Nation	• Matchmaker • My Activities & Experiences	• Interest Profiler • Experiences & Activities	• Lesson 12

Additional Tools and Resources

• Additional resources will be added as they are identified.

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Grade Level:	**7**	**Session:**	**Ongoing**

Remind students of your district's web based ILP system and ensure that all students can log on.

Grade Level:	**7**	**Session:**	**1 of 2**

Session Name:	Exploring Career Clusters
Lesson Preparation:	• Review SMART goal format and prepare example(s) • Review the 16 career clusters and prepare a short lesson introducing them
Lesson Delivery time:	45-50 minutes
ASCA Standards:	• Mindsets Standards 2 & 4 • Behavior Standards- Learning Strategies:5, 7 & 9 & Self-Management Skills: 5
Student Objectives:	• Students will establish SMART goals. • Students will investigate career clusters and choose careers of interest
Student Activities:	• Have students create at least two SMART goals (one short term and one long term) related to their career aspirations. • Students should also explore career clusters. Request students save at least 3 careers to their ILP of potential interest that came up as matches based on the exploration exercise.

Rhode Island ILP Menu Vendor Tools

Naviance	**Xello**	**XAP**	**Richer Picture/WA CG**
• My Goals • Career Cluster Finder • Careers I'm thinking about	• My Goals & Plans • Explore Careers-Career Clusters • My Saved Careers	• My Goals & Action Plans • Career Cluster Survey • Careers of Interest	• Lesson 3

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level:	7	Session:	2 of 2

Session Name:	Learning Styles
Lesson Preparation:	• Create a short lesson identifying learning styles
Lesson Delivery time:	50-55 minutes
ASCA Standards:	• Mindsets Standards 1 & 5 • Behavior Standards- Learning Strategies: 4, 7 & 9 & Self-Management Skills: 5
Student Objectives:	• Students will complete an inventory to determine their learning style.
Student Activities:	• Have students complete a learning style inventory. • Follow up on goals (both academic and career) that have been previously established. Reflect on progress towards those goals and adjust as necessary. Suggest including feedback from the learning style inventory to the academic goals.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• Learning Styles Inventory • My Goals	• Learning Styles Inventory • My Journal	• Do What You Are • Annual Reflection	• Lesson 4

Additional Tools and Resources

• Additional resources will be added as they are identified.

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Grade Level: **8**   **Session:**   **Ongoing**

All students should be provided the opportunity to engage in high school transition activities including but not limited to facility tours, presentations in regards to opportunities and scheduling sessions. These transition activities should be documented somewhere in the ILP.

Grade Level: **8**   **Session:**   **1 of 2**

Session Name:	Identifying Strengths & Needs
Lesson Preparation:	• Prepare a list of academic supports and enrichment opportunities available for students
Lesson Delivery time:	30-35 minutes
ASCA Standards:	• Mindsets Standards 1, 2, 3 & 5 • Behavior Standards- Learning Strategies:1,3, 9 & 10 & Self-Management Skills: 1,6,7 &10 & Social Skills; 2,3, & 8
Student Objectives:	• Students will identify strengths and weaknesses
Student Activities:	• Students should complete a skills assessment and compare the results to past survey activities. • In addition, identify strengths and needs and explore and document any academic supports and/or enrichment opportunities that may be available to participate in.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• MI Advantage • Strength's Explorer	• My Skills • My Activities & Experiences	• Basic Skills Inventory • How You See Yourself	• Lesson 16

Additional Tools and Resources

• Additional resources will be added as they are identified.

Session Name:	Career Exploration
Lesson Preparation:	• Determine expectations & guidelines for the research to share at start of lesson.
Lesson Delivery time:	55-60 minutes
ASCA Standards:	• Mindsets Standards 3 & 4 • Behavior Standards- Learning Strategies:1, 4, 5, & 9 & Self-Management Skills: 3 & 5 & Social Skills: 1, 5 & 6
Student Objectives:	• Student will research information about careers of interest.
Student Activities:	• Have students explore and research careers of interest. Encourage students to save additional careers of interest based on new information. You can choose to make this an on-going activity resulting in students reporting out formally on their findings and/or utilizing the information to design a career fair. • Review and revise goals (both academic and career) that have been previously established. Reflect on progress towards those goals and adjust as necessary.

Rhode Island ILP Menu Vendor Tools

Naviance	**Xello**	**XAP**	**Richer Picture/WA CG**
• Explore Careers and Clusters & "Themes" Road Trip Nation • My Goals	• Explore Careers by School Subject • My Journal	• Explore Career Clusters • Annual Reflection	• Lesson 6 & 8

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level:	9	Session:	Ongoing

Review graduation requirements with all students and provide information to assist students with exploring potential learning opportunities related to their interests and future career goals.

Grade Level:	9	Session:	1 of 2

Session Name:	Creating a four-year academic plan
Lesson Preparation:	• Review SMART goal format and create an example(s) • Prepare an example of the expectations and requirements for a four-year academic plan
Lesson Delivery time:	50-60 minutes
ASCA Standards:	• Mindsets Standards 2,4, & 5 • Behavior Standards- Learning Strategies:1, 4, 6, 7,8, & 9 & Self-Management Skills: 1,2,4 & 10 & Social Skills: 8 & 9
Student Objectives:	• Students will establish SMART goals. • Students will create a four-year academic plan • Students will investigate career pathways and choose careers of interest
Student Activities:	• Have students create at least two SMART goals (one short term and one long term) related to their academic achievements. Create a four-year academic plan that includes what course work a student plans to take. This plan should be revisited at least once a year. • Students should also explore career pathways related to previous career awareness and cluster activities as well as current interests. Students should continue saving and updating careers of interest in their ILP.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• My Goals • Game plan • Career Interest Profiler	• My Goals & Plans • My Course Plan • Explore Careers by Industry	• My Goals & Action Plans • Plan of Study • Career Finder	• Lesson 9 - 12

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level:	9	Session:	2 of 2

Session Name:	Resume Building & Exploring Majors
Lesson Preparation:	• Prepare a sample resume(s)
Lesson Delivery time:	40 minutes
ASCA Standards:	• Mindsets Standards 1,3, & 4 • Behavior Standards- Learning Strategies:9 & 10 & Self-Management Skills: 3 & 8 & Social Skills: 1
Student Objectives:	• Students will start a resume. • Students will explore post-secondary programs and majors.
Student Activities:	• Have students create an initial resume to update throughout HS. • Explore post-secondary programs and majors related to students' goals. Help students make connections about how this information is important to a student's high school plan.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• Resume • Explore Careers and Clusters (Majors)	• Build My Resume • Explore Education-Search for Majors	• Resume Builder • Explore Programs and Majors	• Lesson 29 & 30

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level:	10	Session:	Ongoing

All students should attend a career fair and/or research careers of interest (videos, interviews etc.). While this should be on-going throughout a student's high school experience there should be at least one documented incident of doing so in a student's ILP.

Grade Level:	10	Session:	1 of 2

Session Name:	Goal Setting & Examining Abilities
Lesson Preparation:	• Review SMART goal format and create an example(s)
Lesson Delivery time:	40-45 minutes
ASCA Standards:	• Mindsets Standards 2, 4 & 5 • Behavior Standards- Learning Strategies: 4, 7 & 9 & Self-Management Skills: 1 & 5
Student Objectives:	• Students will establish SMART goals. • Students will complete and ability profiler.
Student Activities:	• Have students create at least two SMART goals (one short term and one long term) related to their career aspirations. • Complete an ability profiler and compare results to career aspirations.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• My Goals • Do What You Are	• My Goals & Plans • Ability Profiler	• My Goals & Action Plans • Ability Profiler	• Lesson 1 & 12

Additional Tools and Resources

• Additional resources will be added as they are identified.

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Grade Level:	10	Session:	2 of 2

Session Name:	Post –Secondary/ College Search
Lesson Preparation:	• Create a list of characteristics (size, location etc.) students should explore as part of the search process
Lesson Delivery time:	30-35 minutes
ASCA Standards:	• Mindsets Standards 1,2, 4, 5 & 6 • Behavior Standards- Learning Strategies: 1, 4 & 9 Self-Management Skills: 1, 4, 5, 6 & 10 & Social Skills: 5 & 9
Student Objectives:	• Students will complete a college/ post-secondary school search.
Student Activities:	• Students should complete a college/post-secondary search. Request students save at least 3 colleges of interest that come up as potential matches into their ILP. Students should utilize the information to incorporate suggested course work into their academic plans. • Follow up on goals (both academic and career) that have been previously established. Reflect on progress towards those goals and adjust as necessary. Suggest including feedback from previous activities to the goals.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• Advanced College Search • My Goals	• School Selector • My Journal	• School Finder • Annual Reflection	• Lesson 16 & 23

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level: 11   Session: Ongoing

- All students should attend a college fair and/or tour a college campus. While this should be on-going as a student continues to explore options, there should be at least one documented incident of doing so in a student's ILP.
- All students should participate in an at least one internship, job shadow and/or work-based learning experience that is documented in their ILP. In addition, they should participate in at least one volunteer and/or service learning experience that is also documented in their ILP.

Grade Level: 11   Session: 1 of 2

Session Name:	Career Awareness & Exploration
Lesson Preparation:	• N/A
Lesson Delivery time:	30 minutes
ASCA Standards:	• Mindsets Standards 4, 5, & 6 • Behavior Standards- Learning Strategies: 1, 5 & 6 Self-Management Skills: 1, 4, 5, 6 & 10 & Social Skills: 5 & 8
Student Objectives:	• Student will complete a career exploration survey.
Student Activities:	• Have students complete a career awareness/exploration survey and compare to current goals and interests. Encourage students to explore why their current goals may not be matching survey results as a means of assessing the reality of their goals.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• Career Key	• Career Key	• Career Selector	• Lesson 14

Additional Tools and Resources

- Additional resources will be added as they are identified.

Grade Level: 11   Session: 2 of 2

Session Name:	Exploring Skills & Goal Reflection
Lesson Preparation:	N/A
Lesson Delivery time:	35-40 minutes
ASCA Standards:	• Mindsets Standards 1, 4, & 5 • Behavior Standards- Learning Strategies: 1, 3 & 9 Self-Management Skills: 1, 5 & 7 & Social Skills: 1, 6 & 7
Student Objectives:	• Students will explore their individual skill set using an inventory exercise. • Students will reflect on goals in relation to their skills.
Student Activities:	• Have students complete a skills inventory and explore the skills necessary to be successful in their chosen career path. Have students explore other options in the same career pathway. • Follow up on goals (both academic and career) that have been previously established. Reflect on progress towards those goals and adjust as necessary. Suggest including feedback from the career awareness/ exploration survey to the career goals.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
• Super College Match • My Goals	• My Skills • My Journal	• Transferable Skills • Annual Reflection	• Lesson 4, 5 & 22

Additional Tools and Resources

• Additional resources will be added as they are identified.

Grade Level:	12	Session:	Ongoing

All students should create a post-secondary transition plan. As necessary students should complete applications (college and job), create cover letters, explore financial information and participate in mock interviews.

Grade Level:	12	Session:	1 of 2

Session Name:	Current Job Outlook
Lesson Preparation:	• Prepare a list of websites and resources students can use to research the information
Lesson Delivery time:	30 minutes
ASCA Standards:	• Mindsets Standards 4 & 6 • Behavior Standards- Learning Strategies: 1, 4, 5 & 9 Self-Management Skills: 10 & Social Skills: 5
Student Objectives:	• Students will determine the job outlook for their chosen career path.
Student Activities:	• Research current job outlook for careers of interest in both Rhode Island and in other areas of interest using additional resources provided by the Department of Labor and the Governor's Workforce Board.

Rhode Island ILP Menu Vendor Tools			
Naviance	**Xello**	**XAP**	**Richer Picture/WA CC**
TBA, awaiting vendor feedback	• My Journal	*TBA, awaiting vendor feedback*	*TBA, awaiting vendor feedback*

Additional Tools and Resources
• LaunchMyCareerRI.Org

Grade Level:	12	Session:	2 of 2

Session Name:	Resume Building
Lesson Preparation:	Prepare examples of sample resumes
Lesson Delivery time:	20 minutes
ASCA Standards:	• Mindsets Standards 1, 4, & 5 • Behavior Standards- Learning Strategies: 2, 3, 4, 5, & 10 & Self-Management Skills: 3, 5, 8 & 10 & Social Skills: 1, 7 & 8
Student Objectives:	• Students will produce a completed resume
Student Activities:	• Students should update the final version of their resume which should have been an on-going process and should continue to be so after high school.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CC
• Resume	• Build My Resume	• Resume Builder	• Lesson 9, 14 & 18

Additional Tools and Resources

- Additional resources will be added as they are identified.

RIDE Rhode Island Department of Education

ILP Adoption Toolkit Section D:
ILP Adoption Success Plan

Enter School Name(s) and/or School District

DATE COMPLETED: Click or tap to enter a date.

RIDE Rhode Island
Department
of Education

Introduction

The Individual Learning Plan (ILP) has been a requirement for all Rhode Island students in grades 6-12 since 2005 when it was incorporated into the state's Secondary School and Graduation Requirement Regulations. ILPs are a student-directed planning and monitoring tool that customizes learning opportunities throughout students' secondary school experience, broadens their perspectives, and supports attainment of goals. The ILP documents students' interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in and out of school. This information produces a thoughtful program of study leading to proficiency for graduation and postsecondary experiences.

As districts begin to implement a new or revised ILP, RIDE will help support with implementation through continuing to develop toolkit resources, working directly with schools interested in state technical support and reporting on statewide common and best practice and. best practices, For more information about these resources and opportunities, visit ride.ri.gov/schoolcounseling.

About the Success Plan

The ILP Success Plan offers a road map to schools and districts as the approach the adoption of a new or revised ILP System. Once submitted, it is intended to help gather common and best practice across Rhode Island regarding Individual Learning Plans and, for schools proposing new models, gather information to use in the vetting and promotion of new options that districts across the state may adopt in implementing their ILP System & Curriculum.

Please use the table below to determine which parts of the success plan your school or district should complete. The Success Plan has been streamlined for schools and districts adopting a RIDE ILP Menu option. Schools proposing a Locally-Developed option will also complete Part 3 of the report which will then be reviewed by RIDE staff for alignment to state ILP System and Curriculum standards.

Schools	Part 1: All ILPs	Part 2: Using RIDE ILP Menu	Part 3: Locally Developed ILPs
Schools adopting a state vetted ILP system & curriculum	X	X	
Schools proposing a new ILP system & curriculum	X		X

Please use the table below to determine the date by which your school or district should submit your success plan to RIDE.

Schools	State Model	Local Model
Implementation in the 2018-19 School year	Sept 1, 2018	X
Implementation in the 2019-20 School year	Sept 1, 2019	Dec 1, 2018
Implementation in the 2020-21 School year	Sept 1, 2020	Dec 1, 2019

Please note that the December deadline for local models is to allow time for RIDE review ahead of the following school year.

The success plan can be submitted by email to OCCR@ride.ri.gov or, beginning in August 2018, through an online form on www.ride.ri.gov/schoolcounseling.

RIDE Rhode Island Department of Education

Part 1: All ILP Models

School(s):	School(s) Name	**District:**	District/Charter Name
Contact:	Name of contact	**Contact:**	Contact Title
Contact:	Contact email	**Contact:**	Contact phone

Grade Levels Using System described in this report: Grade Levels

Number of Students using system described in this report: Number of Students

Overview

Indicate which approach your school(s)/district has taken in adopting a comprehensive ILP system and curriculum:

☐   We have selected a state-vetted model. Please indicate which:

    ☐   We have adopted the *Hobson's Naviance* option from the state-vetted menu.

    ☐   We have adopted the *XAP's Choices360* option from the state-vetted menu.

    ☐   We have adopted the *Anaca Technologies' Xello* option from the state-vetted menu.

    ☐   We have adopted the *Idea's Consulting Richer Picture with Career Guidance Washington* option from the state-vetted menu.

☐   We have developed our own system and curriculum model that meets the state's expectations.

Please describe how the ILP system and curriculum fit into and complement the existing structures in grades 6-12. [Word limit: 250]
Please provide a brief summary of your ILP program and how it is aligned to your broader school environment and structures.

Please briefly describe your ILP System from a student's perspective. *How often do they interact with the ILP, with whom and how? If this varies by grade level, please summarize at the school level (i.e. at the middle school level…; at the high school level….) [Word limit: 200]*
Please provide a brief summary of your ILP program from a student perspective.

Please briefly describe your ILP System from a parent or family member perspective. *How often do they interact with the ILP, with whom and how? If this varies by grade level, please summarize at the school level (i.e. at the middle school level…; at the high school level….) [Word limit: 200]*
Please provide a brief summary of your ILP program from a parent of family member perspective.

Implementation

The following roles are identified in the Rhode Island ILP Framework as necessary to support a successful Individual Learning Plan System & Curriculum. Please identify the individuals who are fulfilling these roles in your school or district using the title of a role, or as appropriate, name of organization. Information provided in this section will help report on common and best practice regarding ILP program responsibilities.

Systems Level. It is the responsibility of the individual or individuals at the systems level to create or choose a plan to implement (or delegate this to schools); oversee implementation; collect data/feedback on implementation; provide resources to support including time; lead/support communication of purpose to students, families and staff; and, Integrate ILP into broader personalization strategy.	**At our school/district this is done by:** Enter the title or titles of those responsible.
Coordination Level. It is the responsibility of the individual or individuals at the coordination level to ensure school-wide understanding of the importance of the ILP through training and resource-allocation. Responsibilities include: Supervise the implementation and ensure integration; Sets priorities and commitment at school level, aligned with LEA; and, ensures schedule time and school-wide understanding of the role of the ILP.	**At our school/district this is done by:** Enter the title or titles of those responsible.
Integration Level. It is the responsibility of the individual or individuals at the coordination level to ensure school-wide understanding of the importance of the ILP through training and resource-allocation. Responsibilities include: Supervise the implementation and ensure integration; Sets priorities and commitment at school level, aligned with LEA; and, ensures schedule time and school-wide understanding of the role of the ILP.	**At our school/district this is done by:** Enter the title or titles of those responsible.
Implementation Level. It is the responsibility of the individual or individuals at the implementation level to translate student goals as described in the ILP into a set of recommendations/advice about how to meet these goals through coursework, internships, career exploration, etc. Responsibilities include: day to day workings of ILPs and provide space and opportunity for students to work on their ILPs; liaison for student and student's ILP team, "gatekeeper"; provides link to guidance curriculum / ASCA standards; and supervises students' development, continued updates and use of the ILP.	**At our school/district this is done by:** Enter the title or titles of those responsible.
Partner Level. It is the responsibility of individuals in a partner capacity to support students in accessing experiences that support student goals and reflect on skill development. Responsibilities include supporting ILP curriculum activities and provide feedback/reflection on student progress towards goals.	**At our school/district this is done by:** Enter the title or titles of those responsible.

Training & Professional Development

Please share the information below regarding any training and professional development offered to educators in your school/ district for the ILP system and curriculum. Specifically, the table seeks to understand how many hours of PD the school utilized that had been included by the system vendor and how many additional hours of PD your school or district chose to purchase. Information provided in this section will help report on common and best practice regarding ILP program responsibilities.

	NUMBER OF STAFF (AND ROLES)	NUMBER OF HOURS (INCLUDED IN SYSTEM FEES)	NUMBER OF HOURS (PURCHASED ABOVE SYSTEM FEES)
ON-SITE	*Number of staff*	*hours*	*hours*
VIRTUAL	*Number of staff*	*hours*	*hours*

State-Vetted ILP Systems

If you have selected a state-vetted menu option, please answer the following questions.

Please share any notes of how you have customized the state-vetted option. [Word limit: 200]
Your customizations can help the state in understanding how the programs are used.

Please share paid or unpaid ILP curriculum or system resources you use to complement the state vetted program. [Word limit: 250]
Your additions help us to understand the gaps you've identified in the state-vetted options.

This is the end of the form for schools and districts that have adopted a state-vetted option. If you have developed your own model, please continue on to complete the next section.

Locally-Developed ILP Systems

The following sections are only for schools and districts that are proposing a locally developed option that is not on the state menu. Information provided here will be reviewed by RIDE for alignment to state ILP System and Curriculum expectations. In consultation with the school or district proposing the option, systems that meet the state expectations may then be added to the State ILP menu for additional schools and districts to consider for adoption.

Curriculum

If schools and districts develop their own ILP systems, they should be sure to align their model to the Rhode Island Model Scope and Sequence [or an American School Counselor Association (ASCA) aligned equivalent model]. Please share the ways in which your ILP Curriculum can provide, facilitate and/or document student's reflection of their goals and alignment to their education for each domain.

Domains (Academic, Career, and Social/Emotional)

If you've adopted the RI Scope and Sequence model, please check here ☐ and only add additional components in the table below. If you have not, please use the following tables to share how your ILP System and Curriculum address the Rhode Island-adopted American School Counseling Association domains and standards for each grade level.

Grade	Academic
6	Academic components
7	Academic components
8	Academic components
9	Academic components
10	Academic components
11	Academic components
12	Academic components

Grade	Career
6	Career components
7	Career components
8	Career components
9	Career components
10	Career components
11	Career components
12	Career components

Grade	Social/Emotional
6	S/E components
7	S/E components
8	S/E components
9	S/E components
10	S/E components
11	S/E components
12	S/E components

Mindsets & Behaviors

If you've adopted the RI Scope and Sequence model, please check here ☐ and only add additional components in the table below. If you have not, please use the following tables to share how your ILP System and Curriculum address the Rhode Island-adopted American School Counseling Association domains and standards for each grade level.

Grade	ASCA Mindsets & Behaviors Alignment
6	ASCA Mindsets & Behaviors Alignment
7	ASCA Mindsets & Behaviors Alignment
8	ASCA Mindsets & Behaviors Alignment
9	ASCA Mindsets & Behaviors Alignment
10	ASCA Mindsets & Behaviors Alignment
11	ASCA Mindsets & Behaviors Alignment
12	ASCA Mindsets & Behaviors Alignment

Technology System

Requirements

The items in this table are requirements of any ILP System. Please check the box next to the required technical functions that your ILP System provides. To be appoved, a system should address all components listed here.

- ☐ Web-hosted
- ☐ Secure, independent access and different views for students, parents/family, teachers, counselors, school staff, district staff, intermediaries, and community partners (including workforce and after school organizations.)
- ☐ Ability to report usage at student and parent level, including inclusion of state student identification number in system for reporting
- ☐ Ability to retain and transition data between schools / districts
- ☐ Ability to retain and transition data from Middle School to High School and High School to Postsecondary
- ☐ Ability to document and store students' reflection of all activities in the ILP curriculum.
- ☐ Aggregate and disaggregate reporting on participation in components of curriculum documented in the system**.**

Please provide any additional comments or notes about variations. If your system does not address one of the areas, do not check that box and explain here: Click or tap here to enter text.

Additional Features

The items in this table are not requirements of an ILP System but will help us to understand the features schools prioritize in implementation. Please check the box next the optional technical functions that your ILP System provides.

☐	Integration and/or interoperability with state and local Student Information Systems and state department data systems and data collection specifications
☐	Opportunity for students to review past course history including grades earned.
☐	Ability to review progress towards graduation requirements, Rhode Island State Graduation Designations, NCAA Clearinghouse, Qualified Admissions, etc.
☐	Ability to report aggregate and disaggregate progress towards graduation requirements, Rhode Island State Graduation Designations, NCAA Clearinghouse, etc.
☐	Electronically sending and tracking transcripts

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☐	Education Plan including course forecasting
☐	Keep record of student's Postsecondary applications, scholarship applications, transcripts sent, Financial Aid Progress, Fee waivers requested and status
☐	Keep record of the student assessment data completed at each grade level

Please provide any additional comments or notes about variations: Click or tap here to enter text.

Please describe any additional system/technology components that you have integrated beyond those listed above. Though not required, information provided here will help us to understand the features schools prioritize in implementation.

Please describe any additional system/technology components that you have integrated beyond those listed above.

Costs

Please share the total cost of the system for each category of expenses. This information will help us to identify this system and curriculum as a potential addition to the menu of options for other schools and districts.

One Time Fees	Annual User fees	Onsite PD	Virtual PD	Other (including additional programs)	Total
$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Additional Context

Please feel free to use this space to provide any additional comments or information regarding your locally-developed ILP System and Curriculum.
Additional Comments

This is the end of the form for all schools and districts.